Learn It For Life

NSW Department of Education and Training

Facilitator Guide

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Guide to symbols

An important feature of the Learn to Life Student Guide is the Learning Styles symbols. Each activity throughout the booklet is coded with three symbols. These symbols relate to the particular Learning Style for each activity. The symbols are explained below:

Visual Activity – The Eye Symbol means that the activity involves reading, seeing, watching and/or using your imagination to see things.

Hearing Activity – The Ear Symbol means that the activity involves listening, talking, discussing.

Touching and/or Doing Activity – The Hands Symbol means that the activity involves experiencing, doing, feeling.

Table of Contents

Introduction 4

Section 1. Change is constant 8

1.1 Positive headspace 9
1.2 Staying power 12
1.3 Positive people 14

Section 2. Learning is ongoing 16

2.1 How you learn best
2.2 Helping Hands 17
2.3 Learn about work using the Job Guide 19
2.4 Learn about career options online 20
2.5 Choice 1 - Learn about work through interview 22
2.6 Choice 2 - Learn about Australian Apprenticeships 24

Section 3. Focus on the journey 26

3.1 Exploring your *Employment Related Skills Logbook* 27
3.2 Goal setting principles – House of cards 31
3.3 Small steps to a big future – Action planning 32

Section 4. Follow your heart 33

Five steps to a part-time job 34
Step 1 - Decide on an industry that interests you 35
Step 2 - Look for job vacancies and apply for some that interest you 35
Step 3 - Prepare a résumé 35
Step 4 - Market yourself 36
Step 5 - Go to job interviews 36

Section 5. Access your allies 38

5.1 Helping hands 39
5.2 *Learn It For Life* evaluation and conclusion 42

Appendix 44
Certificate 45

Introduction

What is the purpose of *Learn It For Life*?

Learn It For Life has been developed to help students think more clearly about where they are now, why they are at school and where they want to be in the future.

It aims to help young people explore the importance of having a positive attitude, to boost their confidence in their ability to learn and to develop their employment related skills.

With your help, they will learn some basic principles for setting and achieving goals, exploring their career options and seeking part-time work or work experience.

Learn It For Life gives clear instructional activities that guide students through some of the most relevant career resources that have been developed in recent years. This resource aims to develop many of the career competencies listed in the *Australian Blueprint for Career Development.*

Who is this resource for?

Learn It For Life activities are designed for a broad range of students across Stage 5 and should be used in conjunction with a facilitator who may be a teacher, Careers Adviser, Transition Adviser, mentor, *Links to Learning* coordinator or youth worker.

Primarily designed for the student who may be at risk of leaving school early, this resource may be used as a complete program for a student or small group of students. It complements, but is not exclusive to, the work of NSW Department of Education and Training programs such as the *School to Work Program*, *Links to Learning* and mentoring programs. *Learn It For Life* is consistent with the key directions provided in *Our 15-19 Year Olds – Opportunities and Choice, An Education and Training Strategy for 15 to 19 Year Olds in NSW 2006-2009.*

How can it be used?

This resource works as either a source of stand-alone activities or as a complete program of work. Sections may be used to update, supplement or complement existing school careers programs.

This resource may be used 'one on one' or in a group situation. A Student Journal accompanies this Facilitator Guide.

When can it be used?

Learn It For Life activities can be used at any time in the school year. Time allocated to

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activities may be flexible but for the purposes of this guide they have been divided into modules that can be completed within one hour over a 10 week school term.

What is included?

Section One Change is constant highlights the importance of being resilient, promotes thinking positively and illustrates how positive attitudes help people reach self fulfilment both personally and professionally.

Section Two Learning is ongoing encourages students to consider their personal learning style preference (or how they learn best), provides advice on how and where to access help and student services in the local community, and offers career investigation activities that involve a range of learning styles.

Section Three Focus on the journey focuses on utilising the *Employment Related Skills Logbook*. As a result, students are better able to articulate their employment related skills and understand how all of their schooling and extra curricular activities provide a foundation for future employment. Students are also introduced to short-term goal setting as an important factor to achieving long-term goals.

Section Four Follow your heart facilitates students to use their goal setting principles to set the short-term goal of finding a part-time job. This complex task is broken down into five comprehensive steps and links with many of the activities previously listed in this guide.

Section Five Access your allies provides advice on how and where to access help and student services in the local community.

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Guide to symbols

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The Australian Blueprint for Career Development (ABCD)

The activities outlined in *Learn It For Life* have been developed using the framework of the *Australian Blueprint for Career Development* and the *Real Game's High Five Principles.*

The *ABCD* has multiple goals but its primary aim is to have users work with a national framework of career competencies which help people to better manage their lives, learning and work. It is anticipated that young people will become more familiar with these competencies as they experience a range of careers activities in a variety of contexts.

The competencies outlined in each section in *Learn It For Life* are aimed at young people who are in Phase II of the framework. A copy of the competency matrix by area and level is featured in the appendix. You will see how the highlighted competencies are utilised throughout the sections of the *Learn It For Life* program as you work through it with the student(s).

The High Five Principles of Career Development

The "High Five" are principles for life, learning and work in five concise messages. They originated in 1995 from a group of Canadian career development experts.

The High Five Principles are:

1. Change is Constant
2. Learning is Ongoing
3. Focus on the Journey
4. Follow Your Heart
5. Access Your Allies.

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The High Five Principles have been used as a premise for each of the sections outlined in the *Learn It For Life* program. These five principles have been based on aspects of the ABCD and are a strong feature of *The Real Game Series*.

For more information on *The Real Game Series*, go to: http://www.realgame.gov.au/index.htm

Before you start

It's a good idea to read through each activity before you meet with the student. This will save time during the sessions working out what needs to be done. You will also find there is some preparation to do e.g. photocopying or booking a computer, so it's important that additional resources are available for student sessions. This will make the *Learn It For Life* program meaningful and seamless for the student.

You may need to liaise with the school staff listed below to access some complementary resources:

1. Your school Careers Adviser can help you locate the following resources:
   - *Steve Waugh presents: Chase your dreams* (DEEWR 2005).

     This resource features interviews with six famous Australian sporting and entertainment stars about the events that have shaped their lives: Pat Rafter, Cathy Freeman, Layne Beachley, John Maclean, Shannon Noll and Michael Clarke.

     The *Chase your Dreams* interviews can also be downloaded at https://detwww.det.nsw.edu.au/directorates/vet_schools/school-to-Work/career-Pathways-Planning/chase-your-dreams.html
   - *Employment Related Skills Logbook*, DET NSW (You will need a logbook per student)
   - *Job Guide*, DEST
2. Your school Careers Adviser can assist you with access to the resources above, with explaining to students the range of workplace learning activities that can be undertaken and what a résumé is and how it is used.
3. Your school librarian may also source copies of any of the above resources the Careers Adviser could not help you locate.
4. Your school intranet administrator can tag the career websites listed in the Access Your Allies section.

Time and Content Guidelines

Session	Activity	Time	Pages FG	Pages SJ
1 1 hour	Introduction		4-7	3
	Section 1. Change is constant		8	4-5
	1.1 Positive headspace	30	9-11	6-7
	1.2 Staying power	30	12-13	8-9
2 1 hour	1.3 Positive people	60	14-15	10-11
3 1 hour	Section 2. Learning is ongoing		16	12-13
	2.1 How you learn best	30	17-18	14-16
	2.2 Learn about work using the Job Guide	30	19	17-19
4 1 hour	2.3 Learn about career options online	30	20-21	20-23
	2.4 Choice 1 - Learn about work through interview OR	30	22-23	24-25
	2.4 Choice 2 - Learn about school-based apprenticeships and traineeships (SBAT)		24-25	26-27
5 1 hour	Section 3. Focus on the journey		26	28-29
	3.1 Exploring your Employment Related Skills Logbook	30	27-28	30-31
	3.2 Goal setting principles – House of cards	30	29-31	32-33
6 1 hour	3.3 Small steps to a big future – Action planning	30	32	34-35
	Section 4. Follow your heart		33	36-37
	4.1 Five steps to a part-time job (overview)		34	38
	Step 1 - Decide on an industry that interests you	30	34	38
7 1 hour	Step 2 - Look for job vacancies and apply for some that interest you	60	35	39-41
8 1 hour	Step 3 - Prepare a résumé	60	35	43
9 1 hour	Step 4 - Market yourself	30	36	44-45
	Step 5 - Go to job interviews	30	36-37	46-47
10 1 hour	Section 5. Access your allies		38	50-51
	5.1 Helping hands	40	39-40	52-53
	5.2 Learn It For Life Evaluation and Conclusion	20	41	54-55

Draft

Change happens all of the time. We change as we grow, we change as we learn and often we change after making mistakes. It is a natural part of life to change.

Section 1
Change is constant

		Student Journal
Session 1 1 hour	Inroduction	page 3
	1.1 Positive headspace	page 6
	1.2 Staying power	page 8
Session 2 1 hour	1.3 Positive people	page 10

Go through the Introduction on page 3 of the Student Journal

Introduction to Section One - Change is constant activity pages 4-5
In the space provided on page 5 of the Student Journal, students draw their own picture of what "change" means to them. They may use nature as an inspiration or whatever they like.

Take some time to discuss the image with the student and introduce the concept of change through the *Learn It For Life* program. It is anticipated that a student's attitude and thoughts towards learning, employment and life will undergo some 'change' as they progress through the activities.

Link to the *Australian Blueprint for Career Development* (see page 5-6)

Section 1 - Change is constant relates to Phase II Competency 1.2 of the Blueprint

1.2 Build a positive self-image and understand its influence on life and work

Students will:

- discover how behaviours and attitudes influence the feelings and behaviours of others
- practise behaviours that reflect a positive attitude
- identify positive characteristics and behaviours in others
- evaluate their understanding of thinking positively and having a positive self image.

1.1 Positive headspace

Overview

Positive affirmation game to be played in a group or one on one.

Preparation & Resources

A pen for each student
For a group of students: see Student Journal page 6
For a single student, scissors, glue and a photocopy of the table overleaf.

Time

30 minutes

Instruction/ Strategies

If working with a group:

1. Students sit in a circle. If the group don't know each other, you may facilitate a quick introduction session by asking them to go around the circle and ask each student to say their name and make a short statement about themselves.
2. Discuss the following ideas.

   Outline examples of positive and negative words and thoughts.

   Positive examples: he looks nice today, she has a great smile

   Negative examples: I don't like the way he walks, she has a big nose.

   How do we feel when someone says something negative about us? Do we lose confidence in ourselves?

   Is it easier to say something positive or criticise someone by saying something negative?
3. Students then write their names at the top of their booklets and pass them to the student on their right. Each student must write one positive thing about the person whose name it is on the sheet. They then tell the group what they have written and then pass it on.
4. Continue passing each booklet around until each member of the group has made one positive comment about everyone else and written it in their booklets. (Small groups might pass booklets around group twice).

If working with one student:

1. The student writes their name at the top of the table on page 6 of the Student Journal.
2. Give the student the Positive Statements table from the Facilitator Guide and go through the positive comments with the student.

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Instruction/ Strategies

3. Ask the student to select the positive comments about them that they can identify with. They need to select enough to fill their table in the Student Journal.

Journal/ Discussion

Work through the Journal/Discussion questions after students have completed their 'positive things' table.
Students are then asked to write a positive statement about themselves.

Closing

How did the student respond?

a) They responded with true each time.
Excellent, they seem to understand the point of the exercise. They should continue with program.

b) The student argued and answered false to some or all of the questions.
Ask yourself: did they genuinely believe false was the right answer? Were they taking the activity seriously?

The following advice might help students to understand this.

Regardless of the answers, explain that psychologists have proven that a positive attitude and a belief in oneself is the key to gaining positive outcomes in life, learning and work.

People are more likely to ignore you or tease you if you are unhappy, withdrawn and feeling negative about yourself. If you lack confidence in yourself it will affect your confidence in learning and eventually it will affect your confidence in all parts of your life including socialising, finding a satisfying job and/or having a happy family life.

It all starts with how you feel about yourself and how you make others feel.

It is natural for people to want to smile, feel happy and have fun. They are more likely to hang out with you if you make them feel good about themselves.

Start by smiling and behaving in a happy way. Think positive things about yourself and say positive things about others.

If the student remains negative, you should remain supportive and encouraging. Encourage the student to continue with this program just to see if they can get something out of it. If you feel that they require additional support, you may refer them to the Year Adviser or Counsellor.

As the facilitator, you should be watchful of any positive behaviours or attitudes the student exhibits and draw the student's attention to these whenever possible.

How easily did the student find it to write something positive about themself?

a) The student could write something positive.
Excellent, they seem to understand the point of the exercise.

b) The student could not think of anything to write?
Encourage them to rewrite the positive things others wrote at start of activity.

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Positive Statements	
I am creative	I am enthusiastic
I am responsible	I am able to fix things
I am imaginative	I am well organised
I am friendly	I am artistic
I am tidy	I take pride in my appearance
I am open-minded	I am patient
I am helpful	I am sporty
I work well with other people	I am full of fun
I am generous	I am considerate of others
I am honest	I am warm-hearted
I am kind	I am hardworking
I am adventurous	I like the outdoors
I look after the environment	I am a good listener
I am a good leader	I love animals
I am sociable	I pay attention to detail
I am good with computers	I am supportive of others
I am a good problem solver	I am inventive
I am punctual	I am sensible
I am reliable	I am truthful

DRAFT

1.2 Staying power

Overview

This activity is a quiz where students read a series of scenarios to find their level of resilience. Resilience has been described as being like bungy jumping. It is the ability to bounce back from tough times and difficult situations.

Preparation & Resources

Pen
Student journal page 8

Time

30 minutes

Instruction/ Strategies

Read the introductory paragraph at the top of the page and ask students to complete their journals by circling their response for the following scenarios.

The point values for each question are outlined below:

Someone teases you about the colour you dyed your hair. You say to yourself:

a) I have wanted to do this to my hair for so long, I'm just glad I finally did it (2 points)
b) I should change it back the way it was as soon as possible. (1 point)

You get an assignment back from your teacher, knowing you put a bit of effort into it. You are disappointed with your mark. Do you:

a) decide that the teacher is stupid and you will never try hard in that class again (1 point)
b) ask your teacher how you can improve and work to do better next time? (2 points)

You ask the owner of the local corner shop for a job after school. You are told that they don't need any extra help at the moment. Do you:

a) thank the owner for their time and say that you will ask again in a month or so in case things change (2 points)
b) walk out and decide you aren't going to try anywhere else? (1 point)

DRAFT

Instruction/ Strategies

Someone teases you about your clothes looking different to everyone else. You say to yourself:

a) I should try harder to look like everyone else, even if I feel uncomfortable (1 point)
b) everyone who really cares about me thinks I look just fine. (2 points)

Someone at school says something that makes you really, really angry. You react by:

a) smiling and acting like the person doesn't know anything. Just walk away and give no other reaction (2 points)
b) crying, punching and showing this person you are really upset. You are giving them the reaction they want. (1 point)

You will need to provide students with their scores. They can then add up their scores to check their resilience. The details are outlined on page 8 in the Student Journal.

Journal/ Discussion

Ask the student to respond to these questions to see if they have understood the messages in this activity.

What is resilience? (answer at top of this activity)
Did you make resilient choices?
Do you feel you are a resilient person?
Is it important to be resilient?
Can you think of a future situation where you could apply a more resilient approach?

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Closing

Give students these messages, if their responses in the discussion do not cover the following:

1. it is healthy to be resilient, that is, it is healthy to feel good about yourself, know what you want, surround yourself with people who treat you well and never give people the power or the satisfaction to upset you
2. if you don't like yourself you can't expect any one else to like you. You have to think about yourself in a positive way to allow others to feel and think the same
3. bad things can happen to anyone. Those who cope best are those who are most resilient. They think positively and have the ability to bounce back from negative situations
4. if you are not capable of bouncing back when something bad happens to you, things are more likely to spiral downwards and negative things are more likely to happen to you.

To prove this to the student who is still not convinced, ask them to think about the above scenarios and what might happen next if they selected the alternate choice.

1.3 Positive people

Overview

This activity allows students to watch and/or listen to positive role models and respond to their stories. You may wish to organise a group of students to either listen to a speaker or watch *Steve Waugh's Chase your dreams* video (2005) for this activity. Otherwise you and the student can view the video together.

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Preparation & Resources

Page 10 Student Journal
A pen for each student
Role models

Suggestion 1:
Invite a local hero or positive role model to speak to students such as an ex-student with an interesting career or a local elder. Ask the local hero to discuss their achievements in the context of thinking positively.

OR

Suggestion 2:

Select role models from *Steve Waugh presents: Chase your dreams* (DEEWR 2005).
This resource features interviews with six famous Australian sporting and entertainment stars about the events that have shaped their lives: Pat Rafter, Cathy Freeman, Layne Beachley, John Maclean, Shannon Noll and Michael Clarke.

The *Chase your dreams* interviews can also be downloaded at https://detwww.det.nsw.edu.au/directorates/vet_schools/school-to- Work/career-Pathways-Planning/chase-your-dreams.html

Time

30 minutes

Instruction/ Strategies

1. Students watch the *Chase your dreams* video or listen to guest speaker(s) discuss aspects of their career history.
2. They can then make a list of positive people they admire and list their positive characteristics. Suggest that they think about people they may have seen on film and television, sports people and people they know personally.

Discussion

Discussion: Who did students list and why?
What if the student listed examples of poor role models?
Can they offer reasonable examples of their positive behaviour?
Ask the student if these people are real or perhaps celebrities playing a bit of an image game.

3. Students complete the section of their booklet titled 'Positive people usually exhibit the following characteristics''. Ask them to tick the positive characteristics which relate to them.

- feel motivated and have goals
- have friends and spend time with them
- speak up in class and contribute to discussions
- feel happy and usually able to laugh
- proud of the clothes I wear
- look after myself
- feel angry sometimes but get over it easily
- able to talk to others about how I feel
- enjoy socialising after school and on weekends
- able to get up in the morning (and look forward to the day)
- energetic
- have self-respect

Journal

Students write their opinions about positive people. They then complete the 5Wise Activity.

Instruction

5Wise Activity
Students will evaluate their understanding of having a positive self-image by completing the 5Wise activity.

Ask students to answer WHY they believe having a positive self-image is important? (Then ask yourselves BUT WHY? to each answer given, four subsequent times).

Discuss responses with students.

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Closing

The aim of this activity is to make students express their response in a more in-depth way. It encourages students to identify what is really meaningful to them. The results will differ for each person. Young people need to know there is no right answer only a personal answer revealing their own values.

Facilitator, ask yourself this. Have the students reached a deeper understanding about the importance of having a positive attitude? But why? But why? But why? But why?

You never stop learning. Understanding how you learn best and applying this knowledge to your study and classroom activities will help you to enjoy learning even more.

Section 2
Learning is ongoing

		Student Journal
Session 3 1 hour	2.1 How you learn best	page 14
	2.2 Learn about work using the *Job Guide*	page 17
Session 4 1 hour	2.3 Learn about career options online	page 20
	2.4 Choice 1 - Learn about work through interview	page 24
	OR	
	2.4 Choice 2 - Learn about school-based apprenticeships and traineeship	page 26

Learning is ongoing activity
The Wordsearch on page 12 of the Student Journal contains words students will use throughout the Learning is ongoing section.
You can use this activity as an introduction to the section or if the student completes other activities earlier than the allocated time.

Link to the *Australian Blueprint for Career Development* (see page 5-6)

Section 2 - Learning is ongoing relates to Phase II Competency 4.3 and 5.2 of the Blueprint

4.2 Link life-long learning to personal career aspirations, both present and future
Students will:
- explore life long learning strategies
- explore learning style strengths as well as areas to improve.

5.2 Locate, understand and use career information.
Students will:
- explore industry sectors
- explore school and community information resources on work roles and work alternatives
- discover how skills, knowledge and attitudes can be transferable from one work role to another
- use career information resources to learn about the realities and requirements of various work roles.

2.1 How you learn best

Overview

This activity is a learning styles questionnaire which helps students to understand how they learn best.

Preparation & Resources

Read the Background reading on learning styles below
Pages 14, 15, Student Journal
Pens, Highlighter pens

Time

30 minutes

Information

Background reading on learning styles

The term learning style is used to describe the way people prefer to take in new information. Preferred styles predict the kind of learning experience people find effective and comfortable. Someone's preferred way of learning affects the way they think, remember, solve problems and make decisions.

In general there are three different pathways to learning: sight, sound, and movement. The Student Journal refers to them as learning:

a. with my eyes
b. by hearing or speaking
c. by touching and doing.

Research indicates that an understanding of individual learning style preferences, improves self-esteem, enhances study skills and increases motivation for learning. This understanding enables teachers and mentors, to design activities better suited to students' individual learning needs.

The questionnaire on page 11 of the Student Journal is intended as an introduction to exploring learning style preferences.

DRAFT

Instruction/ Strategies

1. Students will fill out the learning styles questionnaire, page14 Student Journal
2. The facilitator may assist the student to calculate the number of ticks in each column.
3. Students will calculate their strongest choice.
4. Facilitator will discuss student results.

Discussion

Look at the results of questionnaires and discuss individual results with students. Ask the following questions:

- which was your strongest choice, one, two or three
- which learning style do you favour most (Some may favour a blend of two or all three.)
- what kind of classroom activities will help you learn best (Students to summarise results in journal)
- what techniques will help you study best? (Students to summarise results in journal)

Try to add to these lists of preferred learning style activities and techniques.

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Instruction

On page 16 of the Student Journal, students summarise the details of their choice of learning style

Closing

Key message - Students are now better able to understand which techniques help them learn best. They should practise all styles of learning but know when something is new or difficult, using their preferred learning style may help them to learn more easily. They are now aware of the study and learning techniques that will help them most.

As the facilitator, you should encourage students to show and discuss their preferred learning styles with their parents and teachers.

It will also be helpful to discuss students' responses with students' teachers and promote teachers' support for their preferred learning styles.

2.2 Learn about work using the Job Guide

Overview

Use *The Job Guide* to find out more about work and careers.

Preparation & Resources

NSW/ACT Job Guide
Student Journal, pages 17-19
pen, highlighter
Extra photocopies of *The Job Guide* Student Worksheet on page 18 of the Student Journal
Jobs Chart in Section 1 of *The Job Guide* or a photocopy.

Time

30 minutes

Information

Background information on *The Job Guide*:
The Job Guide is a career information resource with a career directory and occupation classification system. Sections 1-4 have up to date labour market information and Section 5 contains a directory of occupations relevant to all Australian secondary school students.

If you prefer to work on this activity with the student online, go to http://jobguide.dest.gov.au/

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Instruction/ Strategies

1. Lead students through the introductory careers activity on page 17 of the Student Journal. Steps 1 to 4 focus on Section 1 of *the Job Guide.*
2. Step 5 prompts students to conduct a careers research task involving a combination of responses recorded on the worksheet on page 18 of the Student Journal whilst referring to *The Job Guide* (Section 5 – Job Descriptions).

Closing

When students complete their *Job Guide* activity talk to them about the jobs that interested them and the related jobs they read about. It is these related jobs that can often lead to students thinking about jobs they have not heard or thought of before. As a minimum, students should read the initial two sentence job description of all the related jobs they find.

Follow up

When you next see the student, discuss how many occupations the student was able to research and which ones were of most interest to them.

2.3 Learn about career options online

DRAFT

Overview

Students use the Internet to explore career options using the Australian Jobsearch website.

Preparation & Resources

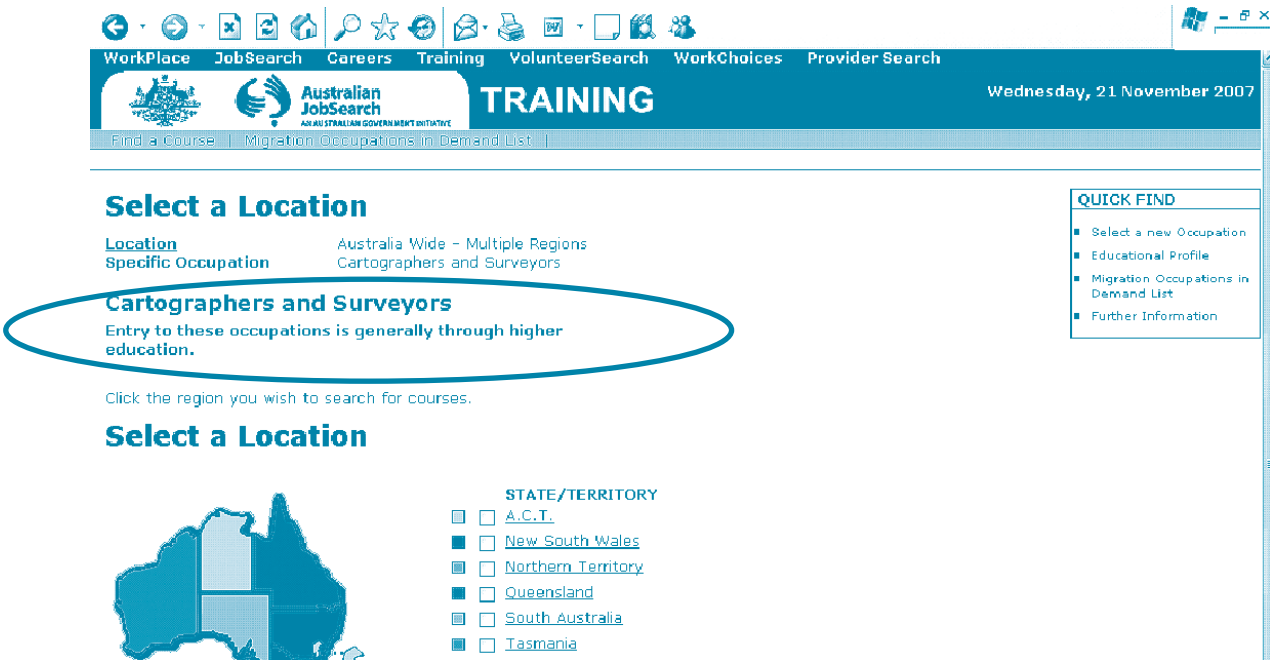
If you have the time before you see the student, it's a good idea to go through this activity at the following URL:
https://jobsearch.gov.au/careersearch.aspx?WHCode=2
Internet access for the student
Pen
Pages 20 - 23 of the Student Journal

Time

30 minutes

Instruction/ Strategies

1. Arrange Internet access.
2. Students will use the Jobsearch website to explore possible career options.
3. Students are to complete the Australian Jobsearch website – Student worksheet which has been developed to provide full instruction and guidance through the website.
4. Note: On page 21, when students explore the link Find training for this occupation, some of the location results will state: there are no courses available for this search. If this is the case, students can write the statement that is featured near the occupation title as per the screen below:



Discussion

How much of the activity is the student able to complete independently?
How accurate does the student feel the results of the career interest test were?
If the student is unhappy with results, encourage them to redo this test at a slower pace, ensuring they understand the meaning of all choices they make.
Did the student list the skills required for the occupation they researched?
Does the student think these skills may also be required for other occupations?

Skills a student develops during one occupation or time in their life, that are needed for another occupation or time in their life, are called transferable skills. That is why the skills they develop at school are so important. They will be valued in the future when they are in the workplace.

Journal

When students have completed their journal response on page 23 of the Student Journal, you should go through these responses with the student.

Discuss each response with the student and work through the reasons behind any agreement or disagreement. Students should be able to tick all the boxes in the list in response to their experiences throughout the activity, although the last statement is at their own discretion.

Closing

Encourage students to continue exploring this website, learning about the realities and requirements of various work roles. Inform students more Internet based research will take place during this program.

Note

The rest of this section in the Student Journal contains 2 more activities about the world of work.

Students have the opportunity to choose one or more of these activities based on their favourite learning style. Students are to read the introductions and consider the learning style symbols when making their choice.

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2.4 Choice 1 - Learn about work by interview

Overview

The student will interview someone in the workforce whose job interests them.

Preparation & Resources

Pen
Pages 24, 25 of the Student Journal
Yellow Pages (optional) or access www.yellowpages.com.au
Phone access (optional)

Time

30 minutes

Instruction/ Strategies

1. Discuss with the student some of the jobs that interest them. Encourage them to look back at their responses in the previous two activities for ideas. You may need to provide suggestions as to who may be appropriate. Samples include a parent, a sibling, a family friend, a community member. A really motivated student may try and contact someone they may not know personally but who has sparked an interest (eg local business person).
2. Work with the student to arrange a suitable time to conduct the interview. They may choose to do the interview face to face or over the phone.
3. Students should use the questionnaire on page 24 of the Student Journal to collect their information. They can also add their own questions at the end.

Discussion

Students may need to discuss good phone manner with you. Points to mention include:

- when first speaking to the interviewer, find out first if it is a suitable time to conduct the interview. If not, immediately arrange a more convenient time
- speak clearly to the interviewerr
- students should let the interviewer know that he/she is taking notes between questions.

If the student is conducting the meeting in person, a prior discussion regarding presentation may be appropriate. Points to consider are:

- dress in smart clean clothes
- pay attention to hair, nails, face and cleanliness.

Highlight the importance of thanking the person for their time and for the information provided.

DRAFT

Journal

Students reflect on their thoughts after conducting the interview. They also consider using this contact as a networking opportunity for the future.

Closing

As facilitator, discuss with the student their thoughts regarding contact with a business person. In most cases, this contact will be very positive but some interactions may have a negative effect on the student.

If the interaction was negative, discuss alternatives for completing a new interview. This exercise should be a positive dialogue between the student and a working adult.

DRAFT

2.4 Choice 2- Learn about school - based apprenticeships and traineeships (SBAT)

DRAFT

Overview

Students will explore the SBAT in NSW website to find out about doing an apprenticeship or traineeship part-time whilst still at school.

Preparation & Resources

If you have the time before you see the student, it's a good idea to go through this activity using the www.sbatinnsw.info website.
Internet access for the student
Pen
Student Journal, page 26

Time

30 minutes

Background reading on school based apprentice-ships and traineeships:

A School Based Traineeship or Apprenticeship is completed as part of the student's Higher School Certificate (HSC). The student will:

- complete a minimum of 100 days of paid work over two years where they will receive practical on-the-job training. This can be done during school time, weekends and school holidays, depending on the school's timetable
- undertake structured training each school week either with school, TAFE or other registered training organisation. This can be done during school hours or outside of school hours, depending on the school's timetable
- receive a minimum of 4 units credit towards the HSC for the VET course, and depending on the course chosen it may contribute towards the calculation of UAI.

The main difference between the two is that a traineeship finishes at the end of Year 12 and an apprenticeship can continue beyond the student's time at school.

If the student is intending on leaving school before or during their senior years (from Year 11), it would be a good idea for them to focus on researching a school based apprenticeship in this activity.

Discussion

Refer to the questions stated in the Student Journal on page 26 for discussion:

Instruction/ Strategies

1. Go to www.sbatinnsw.info.
2. Student turns to page 24 of their Student Journal and follows the steps in the activity.
3. As stated in the instructions, students are to explore the range of school based apprenticeships and then look through the school based traineeships.
4. When students select an apprenticeship or traineeship and click on the appropriate brochure, they may need help with the content listed as some are quite detailed. When responding to the questions: What is this course about? and What basic tasks will you learn? (in the boxes on page 25), assist with summarising the information into a few short points. This activity is intended to provide students with introductory information.

Journal

Refer to the questions stated in the Student Journal on page 27 for discussion.

Closing

If the student is interested in finding out more about school based apprenticeships and traineeships, refer them to the Careers Adviser. If possible, you may negotiate with the student and the Careers Adviser to attend this session as additional support.

DRAFT

You are constantly undertaking a journey of development. The purpose of your journey at school is not to gain a final score or reach an end point, but to build up skills that enable you to learn and develop.

Section 3
Focus on the journey

Session 5 1 hour	3.1 Exploring your *Employment Related Skills Logbook*	Student Journal page 30
	3.2 Goal setting principles - House of cards	page 32
Session 6a 30 minutes	3.3 Small steps to a big future - Action planning	page 34

At the heart of the *Employment Related Skills Logbook* are the nine Employment Related Skills. The activity on page 30 of the Student Journal is an introduction and reference sheet for students to use when they need to remember these skills. Students are asked to complete this table using the list of skills located in the Classroom Section of their *Employment Related Skills Logbook*. The skills students should list are:

- self-management
- initiative and enterprise
- learning
- communication
- teamwork
- planning and organising
- problem solving
- technology
- cross-cultural understanding

Link to the *Australian Blueprint for Career Development* (see page 5-6)

Section 3 - Focus on the journey relates to Phase II Competency 1.2 and 11.2 of the Blueprint

1.2 Build a positive self-image and understand its influence on life and work

Students will:

- identify their personal characteristics such as interests, skills, values beliefs and attitudes
- adopt behaviours and attitudes conducive to reaching personal, social, professional goals.

11.2 Understand and experience the process of career building

Students will:

- understand the concept and importance of a career portfolio
- create and maintain their career portfolio.

3.1 Exploring your *Employment Related Skills Logbook*

Overview

Exploration activities using the *Employment Related Skills Logbook.*

Preparation & Resources

Student's copy of his/her *Employment Related Skills Logbook.*
Please see the school Careers Adviser to access a logbook for the student.
Pen, highlighter
Page 30 of Student Journal

Time

30 minutes

Background Information

The *Employment Related Skills Logbook* is available to every secondary student in NSW from Year 9. It has been developed to better enable students to understand and record the skills they gain whilst at school and to lay the foundations for developing a career portfolio.

Instruction/ Strategies

1. Refer the student to Page 30 of the Student Journal and read through the instructions.
2. They then go to the Student Section of the logbook. Students are to read through the first page of the student section titled 'Why should I use this logbook?' and list one reason why this logbook will help them.
3. Students are to complete the "This is me now" page overleaf in their logbook. This activity is a starting point for the student to focus on their journey.

Discussion

Discuss the 'This is me now' activity.
Did this activity enable students to identify some of their interests, values, beliefs and attitudes?
Did they identify any family and leisure activities they undertake?
Does the student appear to lack a home environment that encourages family and leisure activities?

4.Question 3 asks students to consider the employment related skills they are gaining at school. The answers are completed in the following table:

DRAFT

Employment Related Skill	Meaning
Self-management	Ability to take the responsibility for setting and achieving personal goals
Cross-cultural understanding	Ability to respect diversity and act without discrimination
Learning	Ability to achieve new skills and/or knowledge
Planning & organising	Ability to coordinate and prioritise tasks and resources
Problem solving	Ability to identify problems and develop solutions
Teamwork	Ability to work effectively with others to get things done
Technology	Ability to use appropriate technologies to complete tasks
Communication	Ability to express and understand information
Initiative & Enterprise	Ability to seek/take advantage of opportunities

DRAFT

5. In question 4, students go to the Sample Classroom Log Sheet in the Classroom Section of their Logbook. This sample shows the type of information that is recorded on a log sheet for students to record their Employment Related Skills. The important part of logging their skills in the mid-section of the log sheet is that they describe how they have demonstrated the skill.
6. Students then go to the first page of the School and Community section of their *Employment Related Skills Logbook* and complete the Summary of participation and achievements worksheet. You may need to assist the student in recognising any extra activities that they are involved in. If the student is not involved in any school and community activities, then you may use this sheet to identify activities that they might become involved in. Hopefully the student will see the purpose of becoming active in such activities to add to their bank of skills and broaden their experiences.
7. Students then look over the activities that they have ticked and choose one activity to complete a School & Community Log sheet. Refer to the Classroom example to see the types of responses a student may write about.
8. Students need to be aware that this is just one activity where they have gained employment related skills. There are many others where they have learned just as many skills. They can complete more log sheets in their logbook at any time to add to their bank of skills.

Discuss with the student why they should record their School and Community skills and achievements. The reasons are listed below:

- useful for their school reference
- useful for understanding the skills and achievements they have
- something they can incorporate into their résumé
- something that helps them recognise the purpose of schooling (They can see everything they do is important)
- something that will help them write future job applications
- something that helps them organise their skills and qualifications
- shows them what to say about themselves to employers.

Journal

Students are asked to highlight the descriptions of what they have learned about their E*mployment Related Skills Logbook.*

Closing

Encourage students to update and use their logbook. They can store their *Learn It For Life* booklet in it. If you have leftover time in any student session, you may refer to some of the activities in the Logbook with the student.

3.2 Goal setting principles - House of cards

Overview

This activity prompts students to learn a range of goal setting principles through building a house of cards. These principles can be transferable to other goal setting tasks.

This activity is best played in a group but can be played one on one. If working in a group, complete rounds 1-4, if working with 1 student, complete rounds 1-3 only.

As facilitator, you can join in and play as a student as well.

Preparation & Resources

Read through the instructions/strategies below to get an understanding of this activity
Half a pack of cards per student (old matt coated)
Writing board/butchers' paper, pen
A three-minute timer
Page 32 of the Student Journal

Time

60 minutes

Instruction/ Strategies

Facilitator will draw up four columns on a white board or butchers' paper. Columns headed Round, Student, Goal, Achieved (Table as shown in Student Journal on page 33). Distribute ½ pack of cards to students.

Round 1: Each person will build a house of cards in three minutes. The tallest house wins. Students state how many storeys their card house will have.

Set of principles: No practice before you start. Tell others of your goals.

Facilitator will record student goals when building their house of cards. As students build their house, they are timed to ensure 3 minute maximum. Record achieved results on board. (Students may also record results on their score sheet).

DRAFT

Round 2: Each person will once again publicly record a new goal stating how many storeys their house of cards will have this round. This time students have 3 minutes to practise before they build their house for Round 2. Time three minutes. Record achieved results on board.

Set of principles: Practice makes perfect. Tell others of your goals.

Ask students to compare the difference between rounds. How do students feel preparation and practice affect their chance of understanding and setting a goal?

Round 3: Each student will privately record a new goal stating how many storeys he/she plans to build this round. Time three minutes. At the end of this round, record achieved results on board.

Set of principles: Practice makes perfect, setting higher/lower goals, not telling others your goals.

Ask students to compare the difference between rounds. How does publicly stating their goals differ to keeping them private? Does it affect the motivation/pressure to achieve the goal?

Round 4: Students form pairs or teams. They publicly record a new goal stating how many storeys the team plans to build this round. Time three minutes. Record achieved results on board.

Set of principles: Working in teams, telling others your goals, setting higher/lower goals.
(Don't complete Round 4 if only working with one student).

Ask students to compare the difference between rounds. How do students feel about working as part of a team? Do they construct more or fewer storeys than expected?

Discussion

Discuss with students that this task was about setting any goal in life.

DRAFT

Journal

How might the principles of building a house of cards apply to more important goals like planning your future? (See principles listed below and in the Student Journal on page 33)

Ask students to tick the goal setting principles that best apply to them. When the student has finished read through their list with them.

List of goal setting principles for students to tick.

Goal setting principles are different for everyone.

Goal setting principles are the same for everyone.

Goals must be treated seriously if they are to be achieved (Did you take the card activity seriously?).

Failure often leads to success (Practice makes perfect, If at first you don't succeed…).

Telling others about my goals makes me feel insecure.

Telling my goals to others helps me feel motivated.

Working with others increases my chances of achieving my goals.

Working with others reduces my chances of achieving my goals.

It is important to set unrealistically high goals so you can meet them halfway.

It is important to set realistic goals so you can easily achieve them.

It is satisfying to set low goals and achieve them.

It is not satisfying to set low goals and achieve them.

If your goals are realistic then you have more chance of achieving them.

Did everyone tick the same boxes or were some different? Did it motivate some to tell everyone their goals? Did it make others feel nervous? Did some like working in teams? Did others prefer working alone?

DRAFT

Closing

Talk to the student about how he/she played this game and the principles ticked. Discuss how the student can apply the same principles in the journal entry to other goals set in life.

3.3 Small steps to a big future - Action planning

Overview

Students use their *Employment Related Skills Logbook* to help them set short-term goals.

Preparation & Resources

Employment Related Skills Logbook
Pen
Page 34 of the Student Journal

Time

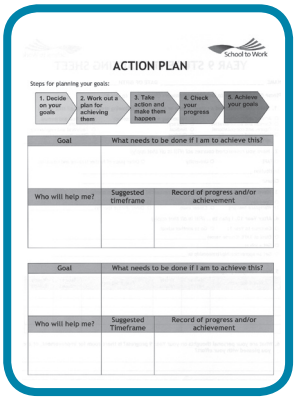
30 minutes

Instruction/ Strategies

1. Students go to the Action Plan in the Student Section of their *Employment Related Skills Logbook*. They then read through the five steps for planning goals. Discuss these with the student.
2. Students then decide on a goal they want to achieve today. They are to make it something that they know will make them feel good achieving. Samples include:

- I'm going to try my best in every lesson today
- I'm going to complete all of my homework tonight.

3. Work through the first Action Plan in the top section with the student, outlining the steps that will help them to achieve their goal.
4. Work through the second Action Plan in the bottom half of the page on a goal for the week.
5. Students need to make the commitment that they will work hard to achieve the two goals in their Action Plan.


ACTION PLAN

Steps for planning your goals:

1. Decide on your goals	2. Work out a plan for achieving them	3. Take action and make them happen	4. Check your progress	5. Achieve your goals

Goal	What needs to be done if I am to achieve this?	
Who will help me?	**Suggested timeframe**	**Record of progress and/or achievement**

Goal	What needs to be done if I am to achieve this?	
Who will help me?	**Suggested Timeframe**	**Record of progress and/or achievement**

Follow up

Next session re-visit the student's Action Plan to see what they've achieved. Work through the Journal instructions on page 35 of the Student Journal with them.

Closing

Discuss with the student that goal setting is a technique to stay focussed on something you want. Students should try goal setting for other aspects of their life such as their future career. Now that they have explored different industries and jobs, they should try and set a career goal they can achieve while still at school. A sample might be to do work experience or apply for a part-time job. Students should keep this is mind as they work through the learning activities in this booklet. They can plan and work towards goals at any time.

You might photocopy additional Action Plans from the Logbook to work through with the student at a later time.

DRAFT

Dreams and goals are an excellent motivation. Some dreams and goals may seem impossible to achieve. Never be afraid to try. Following dreams can be an important starting point. The journey that follows may lead to unexpected pathways and results. If you follow your heart you are more likely to discover things that make you happy in places you want to go.

Section 4
Follow your heart

		Student Journal
Session 6b 30 minutes	4.1 Five steps to a part-time job Step 1 Decide on an industry that interests you	page 38 page 39
Session 7 1 hour	Step 2 Look for job vacancies and apply for some that interest you	page 39
Session 8 1 hour	Step 3 Prepare a résumé	page 42
Session 9 1 hour	Step 4 Market yourself Step 5 Go to job interviews	page 45 page 46

DRAFT

Follow your heart activity

This activity is a fun maze for students to complete. It illustrates to them the value of following their own heart to make the future they want. Sometimes there will be some dead ends but if they persevere, they can make it.

Link to the *Australian Blueprint for Career Development* (see page 5-6)

Section 4 - Follow your heart relates to Phase II Competency 5.2 and 7.2 of the Blueprint

5.2 Locate, understand and use career information

Students will:

- explore industry sectors
- explore school and community information resources on work roles and work alternatives
- discover how skills, knowledge and attitudes can be transferable from one work role to another
- use career information resources to learn about the realities and requirements of various work roles.

7.2 Develop qualities to seek and obtain/create work

Students will:

- explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios job interviewing, cover letters, etc.).

4.1 Five steps to a part-time job

DRAFT

Overview

In this section, students will simulate applying for a part-time job. The important aspect of this process is for students to understand that each step is transferable to applying for any real job.

The structure of this section is different from others in the *Learn It For Life* program as it focuses on one activity which is broken down into smaller parts. Therefore the timing is based on approximately three hours for the process. If activities finish early, proceed to the next one.

Preparation & Resources

Pages 38 - 48 of Student Journal
Paper
Pen, highlighter
Scissors
Glue
Magazines
Computer access – Microsoft word, printer access (optional)

Time

3 hours total for all Five steps to a part-time job.

Instruction/ Strategies

1. Read through the information on page 38 which introduces students to the Five steps to a part-time job.
2. If the student is ready to find a part-time job, go through the same process but read the tips at the end of the steps for more information. You may find that activities take longer than the prescribed timeframes due to the additional research and time taken for the student to focus their application on themself.

Step 1 - Decide on an industry that interests you

Time

15 minutes

Closing

1. The simulated job that the student is applying for is in the Hospitality Industry.
2. If the student is applying for an actual job, go through the tips on page 39. Although this process may lead students to occupations for which they aren't yet qualified or experienced, discuss positions in the Retail or Hospitality industries that are

relevant e.g. if the student is interested in being a mechanic, they can focus on retail positions at places like Repco or the auto section at Kmart. Although they aren't experienced to do mechanical work, their experience in the automotive industry, would be looked on favourably when/if they apply for an apprenticeship.

Step 2 - Look for job vacancies and apply for some that interest you

Time 60 minutes

Instruction/ Strategies

1. Students will use the sample advertisement on page 39 to understand the requirements of a job as waiter/waitress at the Seaside Café.
2. Discuss the importance of reading through the features of the job, in this case, the skills and attributes. This tells the applicant what they need to focus on in their letter and interview.
3. An important point to discuss with the student is advertisement information. If an ad doesn't provide much information, it is important for the applicant to call the contact person listed and ask questions about the position. This will help them write the application.
4. On page 40 there is a sample cover letter responding to the job at the Seaside Café. Read through the letter with the student. The red text provides students with some tips about the type of information they should include in a response.
5. Students now write their own cover letter. If you have access to a computer and printer, students can type their own. When students have completed their letter, they can paste it to page 41 of their Student Journal.
6. If the student is applying for an ad that they have sourced from the Internet or a newspaper, they can focus their cover letter on that particular job.

Sample Job Advertisement from the Daily Herald, 29 April 2008

Part-Time Waiter/Waitress
Seaside Cafe

The Seaside Cafe is a family restaurant, offering a part-time position for a waiter or waitress.

The successful applicant will be able to perform the following tasks:

- Set tables with clean linen, cutlery, and glassware
- Welcome and seat customers
- Explain the menu
- Take food orders
- Serve food and drinks
- Make up bills
- Take reservations.

Applicants must have the following skills and attributes:

- Be well presented
- Have good communication skills
- Be polite and patient
- Be able to work as part of a team.

Contact Kim Bradman on 0410 555 555.

DRAFT

Step 3 - Prepare a résumé

Time 60 minutes

Instruction/ Strategies

1. Read through the résumé template on page 43 and discuss with the student the aspects of a résumé.
2. For more tips and ideas, students can use the CD in their *Employment Related Skills Logbook* to help them (instructions are on page 42 of the Student Journal).
3. Work through the template with the student and help them fill in the information. When they have completed it they can type it up on the computer and print out a copy.
4. The best place for students to keep their résumé is in a plastic sleeve in the back of the Logbook.

Step 4 - Market yourself

Time 30 minutes

Instruction/ Strategies

1. This step is about creating opportunity. When jobs aren't advertised, students can take the initiative to send a direct approach letter with a copy of their résumé. There are a large proportion of jobs that aren't advertised and receiving an application from a motivated young person may spark an employer to give them a chance.
2. Read through the direct approach letter on page 45 and if the student wants to apply for a part-time job, they can use this to help them. It would be great if the student could type up a copy of their direct approach letter and file copies in their logbook for future use.
3. If the student is applying for the Seaside Café job, simply discuss the concept of the direct approach letter and proceed to Step 5.

DRAFT

Step 5 - Go to job interviews

Time 30 minutes

Instruction/ Strategies

1. This activity is about discussing and experiencing what it might be like in an interview with an employer.
2. Work through the activity Think about what the employer sees on page 46 of the Student Journal.
3. It's important for the student to gain an understanding of what an employer sees when they are in an interview and all the things they need to be conscious of. Are they positive? Do they look happy?
4. The next aspect to consider is the room set up of an interview. You may wish to replicate this with the furniture you have. Seat the student at a desk across from you to show what an interview set up could be like.
5. You will now focus on possible questions that may be asked in an interview. Work through these questions with the student and ask them to think about their answer to these questions. If the student is responding to the waiter/waitress position at the Seaside Café, this is the focus. If they are concentrating on their own advertisement and application, make this the focus of their questions.
6. Role-play the 5 questions listed and simulate a real interview. You may even let them know that they were successful in getting the job if they performed well in their interview.
7. Provide constructive feedback to the student about their interview.

Feedback advice for students:

Did they make a good first impression?

The first impression is very important. Students should be friendly, but not over-friendly with employers.

Instruction/ Strategies

Did the student ask questions about the job?

The intention of an interview is to find out more about the applicant, whilst they find out more about the organisation and the position. In other words, to get a good match between the person and the job.

Did the student answer honestly and completely?

It's good for students to be positive about their skills and abilities but they must avoid the temptation to embellish experience and qualifications.

On the other hand, students should avoid giving blunt "yes" or "no" answers. This makes it difficult for the interviewer to make a positive assessment of whether the applicant is a good fit for the job.

Did the student ask for the job?

Students shouldn't be afraid to communicate their interest in the job. Acting cool won't get them anywhere. Here is an example of how they might phrase it

"I'm very interested in the position at the Seaside Cafe. The working environment is pleasant and the people seem friendly. Although I don't have a lot of working experience, I am keen to learn and can pick things up quickly."

8. Now students complete the activity How do I look? on page 48 of the Student Journal. Students design a collage of how they will look if they went for the interview. They will cut up old magazines and glue samples on to page 48.

DRAFT

You are not alone in your journey. Friends, family, teachers, neighbours, your community, your school and a number of government agencies are available to provide you with help and guidance through life's complex pathways..

Section 5
Access your allies

Session 10 1 hour		Student Journal
	5.1 Helping hands	page 52
	5.2 *Learn It For Life* evaluation and conclusion	page 54

DRAFT

Access your allies activity

The crossword on page 50 of the Student Journal focuses on words and concepts used in the Access Your Allies section of *Learn It For Life* The answers are below to assist the student.

Across
5. Regular work at one place for which you receive payment - JOB
8. An introduction to an application – COVER LETTER
10. A person or company that hires one or more people for wages or a salary - EMPLOYER
11. One who teaches or instructs - TEACHER
12. A person hired by an individual or a company to work for wages - EMPLOYEE

Down
1. A summary of a person's education and professional details - RÉSUMÉ
2. A father or a mother - PARENT
3. The ability to do a particular task that comes from training, practice or natural talent - SKILL
4. One who is looking for a job - JOBSEEKER
6. A broad category of jobs with common characteristics - OCCUPATION
7. One who is on good terms with another - FRIEND
9. People who will help, advise & support - ALLIES

Link to the *Australian Blueprint for Career Development* (see page 5-6)

Section 5 - Access your allies relates to Phase II Competency 1.2 of the Blueprint

1.2 Build a positive self-image and understand its influence on life and work

Students will:

- understand the importance of allies (relationships, mentors) in the fulfilment of career aspirations
- identify your allies and external assets.

5.1 Helping hands

Overview

This activity assists students to create a list of the allies that may help them in their career journey.

Preparation & Resources

You may organise a short meeting with the Careers Adviser for some information on local community business/community organisations that would be helpful in this activity.

Page 52 of the Student Journal
Pen
Internet access (optional)

Time

40 minutes

Instruction/ Strategies

1. Students look at the four areas of their lives where they may access allies to help them in their career journey.
2. Discuss with the student the names of people who can help and how they can help. The student then writes these responses in the table on page 52 of the Student Journal.

   Some examples of local community business/community people and organisations you may discuss with the student:

   - community health nurse
   - community groups offering youth programs (such as Rotary)
   - PCYC representative (What sports are available to students?)
   - police representative
   - JobNetwork agent
   - other employment agencies
   - town librarian – (eg. show students how to utilise low cost internet outside school hours)

3. If time permits, and you can access the Internet, explore some of the websites listed. For a short explanation of the sites, see the table below. You might explain some of these to the student so they can choose which ones to look at.

DRAFT

Career search websites	
www.jobjuice.gov.au	A helpful site for young Australians who are looking for work and thinking about their future.
www.myfuture	Provides an interactive personalised guide for students to create an individual career action plan.
www.jobsearch.gov.au	Free online employment service.
Commercial job vacancy websites	
www.careerone.com.au	CareerOne is an employment media network.
www.mycareer.com.au	MyCareer is a job/employee search service.
www.nowhiring.com.au	Australia's next generation online employment solutions.
www.seek.com.au	A useful site for employers searching for the right candidate, and job seekers looking for the right job.
Jobseeker Services	
www.workplace.gov.au	The Australian Workplace provides access to online services and information, guiding you to employment information, government assistance, jobs, careers, training, working conditions and Indigenous Employment Centres.
Community youth support websites	
www.auntiesanduncles.com.au	Aunties & Uncles Co-operative Family Project Ltd is an "extended" family, non-judgmental friendship and mentoring network.
www.youthinsearch.org	Youth Insearch is a dynamic youth organisation providing young people with the opportunity to change their lives.
Career Magazines	
www.stationmag.com.au	The Station, Australia's National Careers Magazine

DRAFT

Closing

Discuss the collection of contacts (allies) students have collected during the *Learn It For Life* program and others they may have found. This includes role models, websites, community workers and agencies. Who else do they think they might contact? Encourage students to make contact with these people.

5.2 *Learn It For Life* evaluation and conclusion

Overview

This is the last session of the *Learn It For Life* program and an opportunity to reflect on the journey so far. An important element of this session is that students are aware that their journey still continues at school, at home and in the workplace.

Preparation & Resources

Page 54 of the Student Journal
Pen, highlighter
Photocopy of an Action Plan from the Logbook (optional)
Employment Related Skills Logbook

Time

20 minutes

Instruction/ Strategies

Students reflect on tehir understanding of thr High Five Principles by referring to the section headings throughout the Student journal. They then complete the table on page 54.

Students complete the program evalaution on page 55 of the Student Journal.
Box 1- write what they were expecting from the program
Box 2- wite down what they got out of the program
Box 3- write down what they enjoyed in the prorgam
Box 4- write down the type of help they need at the conclusion of the program (there should be at least one thing identified)

DRAFT

Journal

Discuss the student responses to the High Five Principles and the *Learn It For Life* program evaluation.

Closing

Encourage the student to finish their evaluation with an Action Plan from their logbook. The action should refer to their response in the box I now need the following help

Spend some time discussing ways the student can access the help they outlined in Box 4. You may also help them organise an appointment with their Careers Adviser or Year Adviser so that they have continued support in working towards their goals.

To finish your time with the student you may wish to award them with a Certificate of Completion like the one over the page. You can make up your own template or use this one.

When students have finalised their evaluation of the *Learn It For Life*, program, their Student Journal and certificate should be filed in the Student Section of their *Employment Related Skills Logbook.*

Appendix Australian Blueprint for Career Development

CAREER COMPETENCIES	PHASE I	PHASE II	PHASE III	PHASE IV
AREA A: PERSONAL MANAGEMENT				
1. Build and maintain a positive self-image	1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-image and understand its influence on life and work	1.3 Develop abilities to maintain a positive self-image	1.4 Improve on abilities to maintain a positive self-image
2. Interact positively and effectively with others	2.1 Develop abilities for building positive relationships in life (1)	2.2 Develop abilities for building positive relationships in life (II)	2.3 Develop abilities for building positive relationships in life and work	2.4 Improve abilities for building positive relationships in life and work
3. Change and grow throughout life	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth (1)	3.3 Learn to respond to change and growth (II)	3.4 Develop strategies for responding to life and work changes
AREA B: LEARNING AND WORK EXPLORATION				
4. Participate in life-long learning supportive of career goals	4.1 Discover life-long learning and its contribution to life and work	4.2 Link life-long learning to personal career aspirations, both present and future	4.3 Link life-long learning to the career building process	4.4 Participate in continuous learning supportive of career goals
5. Locate and effectively use career information	5.1 Discover and understand career information	5.2 Locate, understand and use career information.	5.3 Locate, interpret, evaluate and use career information	5.4 Locate, interpret, evaluate and use career information (II)
6. Understand the relationship between work, society and the economy	6.1 Discover how work contributes to individuals and the community	6.2 Understand how work contributes to the community	6.3 Understand how societal and economic needs influence the nature and structure of work (I)	6.4 Understand how societal and economic needs influence the nature and structure of work (II)
AREA C: CAREER BUILDING				
7. Secure/create and maintain work	7.1 Explore effective work strategies	7.2 Develop qualities to seek and obtain/create work	7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. Make career enhancing decisions	8.1 Explore and improve decision-making	8.2 Link decision-making to career building	8.3 Engage in career decision-making	8.4 Incorporate adult life reality into career decision-making
9. Maintain balanced life and work roles	9.1 Explore and understand the interrelationship of life roles (I)	9.2 Explore and understand the interrelationship of life roles (II)	9.3 Link lifestyles and life stages to career building	9.4 Incorporate life/work balance into the career building process
10. Understand the changing nature of life and work roles	10.1 Discover the nature of life and work roles	10.2 Explore non-traditional life and work options	10.3 Understand and learn to overcome stereotypes in life and work building (I)	10.4 Understand and learn to overcome stereotypes in life and work building (II)
11. Understand, engage in and manage the career building process	11.1 Explore the underlying concepts of the career building process	11.2 Understand and experience the process of career building	11.3 Recognise and take charge of the career building process	11.4 Manage the career building process

DRAFT

Learn It For Life Program

Certificate of Completion

Presented to

Name

School

In recognition of your participation and completion of the Learn It For Life Program

Facilitator

Principal

Date

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

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This resource can be accessed or downloaded from:

Intranet address:
https://detwww.det.nsw.edu.au/directorates/vet_schools/school-to-Work/career-Pathways-Planning/resources.html

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